

Creative Schools, Creative Minds... *Cool Cities!*

*Mobilizing, Connecting and Leveraging
Michigan's Arts and Cultural Resources
to Impact Learning*

Executive Summary
A Report of the Joint Task Force on
Creativity, Arts and Cultural Education
August 10, 2004

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Cool Cities!

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Joint Task Force on Creativity, Arts and Cultural Education

Chair

Maxine DeBruyn, Vice Chair, Michigan Council for Arts and Cultural Affairs

Staff

Betty Boone, Executive Director, Michigan Council for Arts and Cultural Affairs
Ana Cardona, Consultant for Arts Education, Michigan Department of Education
Rebecca King, Secretary, Michigan Department of Education
Diane Miller, Executive Secretary, Michigan Council for Arts and Cultural Affairs

Honorary Chairpersons

- Governor Jennifer M. Granholm
- Thomas D. Watkins, Jr., Superintendent of Public Instruction
- Dr. William Anderson, Director Dept. of History, Arts and Libraries
- Kathleen N. Straus, President, State Board of Education
- Craig Ruff, Chairman, Michigan Council for Arts and Cultural Affairs

Task Force on Creativity, Arts and Cultural Education Ex- Officio Members

Yvonne Blackmond, Director, Office of Drug Control Policy
Sue Carnell, Education Advisor, Office of the Governor
Karen Aldridge Eason, Foundation Liaison, Office of the Governor
David C. Hollister, Director, Department of Labor and Economic Growth
Eileen Lappin Weiser, State Board of Education
Kimberly Dawn Wisdom, M. D., State Surgeon General
Marianne Udow, Director, Family Independence Agency (CAN)

Lead Agencies

Michigan Department of Education
Michigan Department of History, Arts and Libraries
Michigan Council for Arts and Cultural Affairs



Partners

ArtServe Michigan
Michigan Department of Labor and Economic Growth
Michigan Humanities Council
National Assembly of State Arts Agencies
National Endowment for the Arts

Project Consultants

Traverse Management Resources, Inc.

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“Education does not start on Monday morning when the eight o’clock bell rings, and it does not end when our children get on the bus at three. We must bring a holistic approach to education in Michigan. That means creating an atmosphere that breeds success in school, out of school, and in the critical years before a child ever enters a classroom.”

Governor Jennifer M. Granholm
October 9, 2003

Work Group Volunteer Chairpersons and Content Resource Persons

This report from Joint Task Force on Creativity, Arts and Culture would not have been possible without the commitment of the many individuals who volunteered their time and talent to this initiative. Thank you to all who participated, and especially to the individuals listed below who assisted the Work Groups as a chairperson or content resource person. A complete list of participants on the Joint Task Force begins on page 18 of this report.

Work Group 1: Early Childhood

Chair: Aaron Dworkin, President, Sphinx Organization
Content Resource: Connie Robinson, Michigan Department of Education

Work Group 2: High Priority Schools

Chair: Lou Fazzini, Executive Director, All the World’s a Stage
Content Resource: Betty Underwood, Michigan Department of Education

Work Group 3: Out of School Programs

Chair: Mikel Bresee, Director, College for Creative Studies
Content Resource: Donna Edwards, ArtServe Michigan

Work Group 4: Higher Education

Chair: Hugh Culik, Michigan Humanities Council
Content Resource: Colleen Conway, University of Michigan
Catherine Smith, Michigan Department of Education

Work Group 5: Workforce Preparation

Chair: Jim Sandy, Director, Michigan Business Leaders for Education Excellence
Content Resource: Robert Root-Bernstein, Ph.D., Michigan State University
Bob Thomas, Michigan Chamber of Commerce

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Introduction

"A vibrant, creative workforce is absolutely essential to Michigan's future. The only way to create such a workforce is to really educate our children and ensure that they have the creativity, the skills and the talents necessary to be the knowledge workers of the future. The arts are vital to this education and no child's education is complete without them."

David C. Hollister

Director of the Michigan Department of Labor & Economic Growth

Michigan's educators know that student achievement has to be measured by more than a test score on a single day. The Education YES! Report Card was designed to include 11 indicators, one of which is the arts and humanities, an event that preceded the enactment of the *No Child Left Behind Act (NCLB)*. As educators across the state have moved forward with implementation of NCLB, it is a natural part of the strategic planning process to ask ourselves... how can the arts help us achieve our goals?

From April 23 through June 21 2004, the Joint Task Force on Creativity, Arts and Cultural Education worked to begin a process to **mobilize stakeholders and resources in support of creativity, arts and cultural education that will meaningfully improve the development and academic achievement of Michigan infants, toddlers, children and youth.**

The Task Force was to develop a document with ideas for:

- Ways to leverage existing human, material, financial resources
- New ways for institutions to work together
- Ideas for strategic initiatives and projects for further development

This initiative comes on the heels of the National Association of State Boards of Education's report on the Complete Curriculum and as the chairman of the Education Commission of the States selected arts in education as the focus for his two-year chairmanship. These events, and the need to address achievement in high priority schools, amplify and support the State Board of Education's commitment to these issues.

"We know the arts help children develop thinking, social and personal skills. We know the arts help students recognize themselves as learners and reflect upon their own skill development. We also know children with special needs and students challenged by social factors stay in school and learn better when engaged in creative, arts integrated education. Yet the arts remain an under-utilized resource in addressing the critical academic and expressive needs of students".

Thomas D. Watkins, Jr.

Michigan Superintendent of Public Instruction

Recommendations

The members of the Task Force on Creativity Arts and Cultural Education have expressed a strong desire to continue the dialogue, collaboration and work that has occurred as a result of the initiation of this Task Force. The opportunity to engage with stakeholders from different professions, backgrounds and walks of life has already reaped benefits and forged new, productive relationships.

“There is compelling evidence that shows student involvement in the arts can make a significant difference in improving educational outcomes for all kids – in terms of their academic achievement, their engagement in learning, and their social and civic development. State policymakers play a critical role in helping realize these goals.”

Mike Huckabee
Chairman, Education Commission of the States and Governor of Arkansas
July 2004

The Recommendations:

- 1. The Task Force on Creativity Arts and Cultural Education recommends that the Michigan Department of Education, the Michigan Department of History Arts and Libraries, and the Michigan Council for Arts and Cultural Affairs continue their partnership and their work together to mobilize and leverage the state arts and cultural resources for the benefit of Michigan citizens by authorizing the Task Force to continue its work over the next 18 months as follows.**
- 2. The Joint Task Force will address commonly identified policy and systems change by reorganizing the Task Force Work Groups into five Strategic Action Teams, each with an identified lead agency that will have responsibility for coordination and oversight.**

Each Strategic Action Team will:

- be responsible for follow through on the specific Work Group recommendations that are related to its role;
- involve stakeholders from each Work Group and Joint Task Force partners; and
- develop a plan of action including responsibilities, timelines, and potential funding strategies.

The chairs of the five Strategic Action Teams, with the Directors of the lead agencies will form a Coordinating Council to ensure the work of the teams is integrated and coordinated in a synergistic, coherent whole. This approach will provide a structure to create and implement a cohesive, sequential strategy.

The recommended Strategic Action Teams are:

Team 1: Standards, Benchmarks and Assessments

Lead Agency: Michigan Department of Education, with support of Michigan Council for Arts and Cultural Affairs, Michigan Department of History, Arts and Libraries

Role: Articulate and communicate arts education standards, benchmarks, and assessments. Document the impact on, and links to, other academic subjects and learning preK – 12.

Team 2: Teacher Preparation and Professional Development

Lead Agency: Michigan Department of Education, with support of Michigan Council for Arts and Cultural Affairs, Michigan Department of History, Arts and Libraries

Role: Promote a coherent statewide system to prepare pre- and in-service educators, early education and childcare providers, and artists to effectively teach and foster the development of creativity through the arts, and, general and content-specific learning experiences.

Team 3: Partnerships and Collaboration

Lead Agency: Michigan Council for Arts and Cultural Affairs, Michigan Department of History Arts and Libraries, with support of Michigan Department of Education

Role: Establish structures and processes to ensure ongoing collaboration and partnership development at the local and state levels by implementing online discussion forums, communication opportunities and support mechanisms.

Link arts education to related initiatives such as *Michigan Out of School Time Partnership*, *Cool Cities*, *Project Great Start*, the *Commission on Higher Education* and others.

Create a comprehensive strategy to study and define the implications of policy change including licensing and certification requirements, and graduation requirements on student achievement, career development and economic growth.

Identify relevant grants and public funding opportunities that will advance the agenda of the Joint Task Force and recommendations arising from the work of the Strategic Action Teams.

Team 4: Research and Evaluation

Lead Agency: Michigan Department of Education with support of Michigan Council for Arts and Cultural Affairs, Michigan Department of History, Arts and Libraries

Role: Identify and conduct research on the impact of arts education on academic learning, social and personal development and workforce preparation. Identify and disseminate information on best practices, successful models and effective evaluation of arts education.

Team 5: Outreach and Marketing

Lead Agency: Michigan Council for Arts and Cultural Affairs, Michigan Department of History, Arts and Libraries, with support of Michigan Department of Education

Role: Plan and implement public awareness and marketing campaign to promote and demonstrate the value and impact of creativity, arts and cultural education to all stakeholders.

3. During 2004 – 2005 the Michigan Council for Arts and Cultural Affairs and Michigan Department of Education will support the development of regionally-based initiatives on creativity, arts and cultural education for communities with high priority schools.

These regionally-based collaborative groups will:

- align with Michigan Department of Education, intermediate school districts and local district school improvement strategies;
- engage arts and cultural partners; and
- identify and seek funding to implement research-based programs supportive of creativity and learning.

In the short, 60-day timeframe, the Task Force was able to identify the critical research, needs, strategies and steps that will mobilize stakeholders and resources in support of creativity, arts and cultural education that will meaningfully improve the development and academic achievement of Michigan infants, toddlers, children and youth. The real value of the Joint Task Force will be seen in the continuation of this work and in the support that is generated as a result.

The Joint Task Force requests State Board of Education authorization to:

- 1. Continue the work of the Joint Task Force on Creativity, Arts and Cultural Education over the next eighteen months.**
 - 2. Restructure into five Strategic Action Teams based on commonly identified themes through Work Groups and surveys.**
 - 3. Support regionally-based initiatives that will work with the Michigan Council for Arts and Cultural Affairs, Michigan Department of Education, intermediate school districts and local school districts to assist high priority school communities.**
-

The Case for Creativity, Arts and Cultural Education

“There is more than one legitimate educational agenda for arts education.”

Elliot W. Eisner
The Arts and the Creation of Mind

Creativity as an End

For most people, the majority of the formal education process ends with a transition to the workforce or family responsibility. **To successfully navigate adult roles in today’s society, creativity is a quality we want our children to have.** Joint Task Force member Donald Ritzenhein, Vice Provost for Arts and Sciences at Macomb Community College, summarized the dialogue in this way. “We want them to ‘be’ creative, to internalize a creative attitude, to know that creativity in all they do is valued, to instill in them a confidence to explore the new. We want them to know what it means to be creative, and how to apply the principles of creativity to all their work.”

“Many say that we now live in an ‘information’ economy or a ‘knowledge’ economy. But what’s more fundamentally true is that we now have an economy powered by human creativity. Creativity—‘the ability to create meaningful new forms,’ as Webster’s dictionary puts it—is now the decisive source of competitive advantage. In virtually every industry, from automobiles to fashion, food products, and information technology itself, the winners in the long run are those who can create and keep creating.”

Richard Florida, Carnegie Mellon University
The Rise of the Creative Class

Clearly, the development of creativity as a quality of Michigan’s young people is critical to the success of Michigan’s economic future and a key ingredient of the *Michigan’s Cool Cities* initiative. In his 2002 book *The Rise of the Creative Class* economist and Carnegie Mellon University professor, Richard Florida, says that the 38 million members of this class make up 30 percent of the U.S. work force and hold the key to the nation’s economic future. **Standards-based, sequential instruction in the arts preK-12 will ensure that creativity is a fundamental outcome of education in Michigan’s schools.**

Creativity as a Subject

While we value creativity as an end, we also seek to **promote and support creativity as a subject**. As a subject, creativity is deeply studied and taught by the various arts including music, theater, dance, visual arts, media, design and creative writing. Through these disciplines students develop skills and capacities in observation and critical thinking, including problem solving techniques. They learn to understand and exercise the creative process.

“A consensus is emerging that scientists and engineers need skills associated with, and often learned from, the arts. These skills include the abilities to observe acutely; to think spatially (what does an object look like when I rotate it in my mind?) and kinesthetically (how does it move?); to identify the essential components of a complex whole; to recognize and invent patterns (the rules governing a system); and to synthesize and communicate the results of one’s thinking visually, verbally, or mathematically.”

Robert Root-Bernstein, Michigan State University, Task Force Member
For the Sake of Science, the Arts Deserve Support

In the article, Bernstein goes on to say, “Such skills or tools for thinking are not learned within the standard science curriculum but almost exclusively through the practice of the arts...”

The Task Force agrees that although we can and should foster creativity in all disciplines, it is the artistic disciplines which are still the most robust forums for the development of creativity.

Creativity as a Way of Learning

Finally, we want to **tap the power of creativity and the arts as a way of learning**. From the very earliest days of life, the arts foster the kind of activity and interactions that are essential for healthy brain development and learning capacity. The National Research Council reports that the problems many children face in learning to read could be prevented with high-quality instruction that incorporates a range of language-building activities and early exposure to stories and books.

The 1998 report, *Preventing Reading Difficulties in Young Children*, highlights the importance of games, songs and poems that emphasize rhyming or manipulation of sounds in developing language skills. Instruction in the arts clearly supports the mission of Michigan’s Task Force on Early Education and Care -

“To act on what we know about early brain development in order to ensure that every child born in Michigan reaches kindergarten with the intellectual and emotional foundation necessary to enable him or her to be smart, safe and successful.”

"So much of this new research is groundbreaking. It is looking at how our children learn and how we are missing so much those crucial first three years. If we are not teaching them things at that age, they can lose the ability to even learn."

Representative Jennifer Elkins
Chair, Task Force on Early Education and Care

In the K-12 school system, creativity and the arts can provide powerful methods for teaching skills and disciplines not usually associated with the arts, such as reading and math. Involvement in creative and artistic activities have been proven to motivate and encourage young people, especially those at risk of dropping out, to engage in meaningful activity and stay in school. Arts educators, artists and community arts organizations are a powerful ally and resource in the effort to assist Michigan's high priority schools.

In its 2002 Issue Brief, the National Governors Association Center for Best Practices found in a review of recent research that “arts education can enhance academic achievement, reach students on the margins of the educational system, create an effective learning environment, and connect learner's experiences to the world outside of school. Multiple studies cite strong positive impacts across socioeconomic groups with respect to both academic and personal success.”

As educators, artists, parents and adult learners, artistic and creative approaches to learning allow us to experience new ways of viewing, thinking, acting and participating in our various roles with deeper understanding. **If the various adults who work with and influence the development of children are prepared to tap the power of creativity as a way of learning, new synergies will occur at all levels of the education system.**

Aligning for Synergy

Whether they are designed to impact early education and childcare, learning in high priority schools, teacher preparation, governmental policies or Michigan's future workforce, the strategies recommended by this Task Force can all be aligned toward achieving one or more of these goals – Creativity as an End, Creativity as a Subject, and Creativity as a Way of Learning. Through collaboration, partnerships, policy and resource development, we can mobilize and multiply the impact of a wealth of underutilized arts and cultural resources.

Insight and Strategy: Work Group Conclusions

“Education does not start on Monday morning when the eight o’clock bell rings, and it does not end when our children get on the bus at three. We must bring a holistic approach to education in Michigan. That means creating an atmosphere that breeds success in school, out of school, and in the critical years before a child ever enters a classroom.”

Governor Jennifer M. Granholm
October 9, 2003

Early Childhood Education

The Work Group on Early Childhood Education reviewed emerging research about the role of creative activities in the development of the brain, and in the development of reading, language and mathematical competencies. Due to Michigan’s decentralized system for early childhood education and care, applying what we know from brain research and connecting it to Michigan’s arts and cultural resources was especially challenging. The Work Group identified the need for the arts and cultural community to become deeply involved in developing this system. Another primary area for action is for the arts and cultural community to partner in implementing recommendations in *Moving Michigan From Patchwork to Tapestry*, the report of Michigan’s Task Force on Early Education and Care.

“For children of pre-school age, words are learned first in songs, followed by rhythm, contour, then intervals.”

Barbara Poston-Anderson
Peter de Vries
University of Technology, Sydney

The Work Group on Early Childhood Education identified strategic priorities including:

- Develop a common language, standards and benchmarks to guide the teaching of creativity and the use of arts in the development of children aged 0 – 5.
- Embed competencies related to the standards and benchmarks for teaching creativity and the arts in the licensing and certification of care providers, institutions and organizations serving children aged 0 – 5.
- Implement professional development activities that prepare early childhood educators, caregivers and parents to leverage creativity and the arts to aid brain development and early learning.

- Integrate creativity and the arts in an evaluative structure to measure the impact of strategies and activities on the cognitive and affective development of young children.
- Focus on developing active, child-driven models that align with research on what works best when teaching young children.
- Partner with and link Michigan’s arts and cultural resources to existing statewide initiatives, organizations and structures such as Project Great Start, Michigan’s Head Start centers, The Michigan Ready to Succeed Initiative, and the Michigan Association for Education of Young Children.
- Integrate roles for families, churches and other community resources in arts activities for young children.

“One of the really lucky things about working with young children is their lack of prejudice. If it is possible to keep intact their inherent sense of wonder and appreciation of beauty, it will be so much easier to keep culture, creativity and arts at the table without stressing existing resources.”

Early Childhood Education Work Group Member

High Priority Schools, Students and Communities

The Work Group on High Priority Schools, Students and Communities, by necessity, focused much of its study and discussion on factors driven by, and related to the *No Child Left Behind Act* (NCLB) and its consequences. While arts have been declared a “core” academic subject under NCLB, Task Force members representing a range of stakeholder groups recognize the dichotomy that as a consequence of requirements under NCLB, many districts have focused on subjects used to compute a school’s Adequate Yearly Progress (AYP) while classroom time and funding for arts have been cut. In light of the volume of recent research that demonstrates the arts’ positive effect on learning, particularly with at-risk students, this is an alarming trend. The Work Group strongly recommends that the State and districts use No Child Left Behind language when referencing the core academic subjects.

“Art, music and other arts classes are at risk of becoming a ‘lost curriculum.’ The fact is, however, that these subjects should be considered as fundamental to a child’s education as the three ‘R’s.”

Brenda Welburn, Executive Director
National Association of State Boards of Education

The Education Policy Center at Michigan State University found in its 2003 report that the schools on the priority list are the poorest schools in Michigan's poorest school districts, with more than three-quarters of the students in these schools, on average, being eligible for the federal free or reduced lunch program. These schools also tend to have high percentages of minority students: nearly nine out of ten students in schools that fail to meet AYP targets are non-white. In schools that meet their AYP goals, one in four students are non-white.

An abundance of recent research clearly connects arts education to improved learning among these high needs groups, and in the general student population.

- Dr. James Catterall of UCLA analyzed the records of 25,000 students as they progressed from 8th grade through 10th grade. He discovered that those who studied arts had **higher grades, scored better on standardized tests, had better attendance records and were more active in the community.** He went on to find that students from lower income families who studied the arts improved their overall school performance more rapidly than all other students.
- Dr. Shirley Brice Heath of Stanford University has shown that **at-risk students who are actively engaged in the arts improve their self-esteem and confidence, assume leadership roles and improve their overall school performance.** In its YouthARTS study the US Department of Justice found that arts programs designed to deter delinquent behavior of at-risk youth improved their academic performance, reduced delinquency and increased the skills of communication, conflict resolution, completion of challenging tasks and teamwork!

- The College Board reports that college-bound students who have had arts education have **higher SAT scores** than other students.

The Work Group identified a number of strategic priorities related to ensuring that arts are valued, taught and assessed with the same deliberation as subjects now being tested under requirements of NCLB, and that the arts are considered appropriately in Michigan's *Education Yes!* accountability system. The Work Group recognizes the urgency and importance of addressing the needs of high priority schools, students and communities **and** the value of arts education for all students. Many of the strategic priorities identified in this report would impact all students in the education system.

- Continue the development of state standards, grade-level instructional guides, and a system of local assessments for arts education.
- Ensure that arts education is included in recommended or required State high school graduation course lists.
- Convene a study group to re-evaluate the Arts Education/Humanities indicator in *Education YES!* in the context of current research and data and to recommend changes to the school/district self-assessment in this area.
- Imbed skills to use effective methods to teach creativity in the arts curriculum and to integrate arts as a strategy to improve classroom learning in other subjects in teacher preparation and professional development processes.
- Work with the Joint Task Force partner organizations to create understanding among those who are working to support improvement in high priority schools of the value and potential of the arts as a resource to increase the academic and personal success of all of Michigan's students.
- Create regionally-based teams to immediately assist priority schools by planning and implementing projects designed to meet unique needs and leverage arts and cultural resources of each community. Examples discussed by the Work Group include:
 - ✓ Partner with community arts agencies, organizations and artists to draw upon the art, culture and diversity of high priority communities. Support at-risk students through after school activities, mentoring, community learning projects, artist in residence programs, and other activities.
 - ✓ Partner with universities, cultural organizations and institutions, and funding organizations to create *Artmobiles*, similar to bookmobiles as short-term solutions to serve schools and communities where art is already a casualty of funding cuts.
 - ✓ Create teams of artists, community organizations and arts educators to collaborate with and support teachers, principals and parents in high priority schools.

Out of School and Community Programs

"We know some of the most challenging times for some students are after school when they have nowhere else to go."

William Anderson, Director
Michigan Department of History, Arts and Libraries

The Work Group on Out of School and Community Programs began its work by defining exactly what was meant by "out of school and community programs" and the types of organizations that could be considered providers of such programs. The Work Group defined Out of School and Community Programs as **learning that is generated by out-of-school providers, whether that learning is delivered during, or outside of school hours**. Providers could include:

- Community Groups (neighborhood associations, parks and rec.)
- Arts and Cultural Organizations (Museums, Theaters, Visual/Performing Arts groups)
- After School Program Providers
- Educational Organizations, Higher Education
- Libraries
- Social Service/Health Organizations
- Day Care
- Children/Family/Youth Development Organizations (Scouting, YMCA, etc.)

There is a growing body of evidence that out of school arts programs and school partnerships with community arts partners contribute to increased student performance as measured by grades, test scores, attendance and retention. The Work Group identified a fundamental need to create awareness of this research and of the value of out of school learning in the arts among providers of out of school and community programs, as well as among educators, administrators and parents.

"The evidence that after-school programs play an invaluable role in positive youth development is clear and compelling. The benefits also extend beyond participants to their families, communities and all Michigan taxpayers."

Michigan After-School Initiative 2003 Report

Another theme central to the Work Group's discussion was the need for ongoing, formal collaboration among out of school and community program groups and the importance of partnering with other state agencies and educators to implement proven best practices in Michigan's priority schools, communities and cities.

Strategic priorities identified by the Work Group on Out of School and Community Programs include:

- Implement a comprehensive campaign to increase support for creativity, arts and culture in out of school learning programs by creating awareness of documented impact on academic and other performance measures.
- Articulate standards and document best practices for creativity, arts and culture in out of school programs and community-based programs.
- Seek financial and policy support for mandated standards and professional development, and for local, state and federal grants and funding.
- Create an infrastructure and processes to facilitate greater collaboration and communication among providers of out of school and community programs and with school, government and community partners.
- Partner with, and connect to existing state initiatives including the *Michigan Out of School Time Partnership*, *Cool Cities*, and *21st Century Learning* grants.
- Implement both school and community-based programs that draw upon the arts and cultural resources of communities with high priority schools such as community performing and exhibiting groups, service learning programs, and other ongoing opportunities that are clearly engaging to youth.

“Partnerships between school systems and community arts partners are effective ingredients of school improvement strategies. They increase community awareness of educational issues and mobilize community resources in the service of school improvement.”

Learning Partnerships: Improving Learning in Schools with Arts Partners in the
Community
Arts Education Partnership

Higher Education, Teacher Preparation and Professional Development

“All students should achieve at the basic level in each of the arts disciplines and achieve proficiency in at least one art discipline.”

Michigan's Arts Education Content Standards
Approved by the State Board of Education, 1998

The Work Group on Higher Education, Teacher Preparation and Professional Development, like each of the Work Groups, expressed concern over the perception that arts are not basic to education and are not considered part of the core curriculum. Discussion among members of this Work Group focused in large part on pre-service and professional development of arts educators and of classroom teachers of all subjects, as well as on the need to refocus the emphasis of the learning process toward creativity and creative thinking. This Work Group also identified the importance of working collaboratively with professional associations, arts organizations, institutions of higher education and Legislative Task Forces such as the Governor's Initiative: The Commission on Higher Education and Economic Growth, chaired by the Lieutenant Governor.

“The most innovative and vibrant collaborations and partnerships combining higher education, K-12 education systems and cultural organizations are focused on the professional development of teachers and artists working in schools. And, importantly, these partnerships, in which college and university faculty members are actively involved with personnel from school districts and cultural organization in innovative teaching practice, prompt the faculty to modify their pre-service course offerings.”

Report of the National Forum on Partnerships Improving Teaching of the Arts
Arts Education Partnership 2002

Research on teacher preparation prepared by a research team from Michigan State University for the Center for the Study of Teaching and Policy reveals serious disagreements about what it means for teachers to be well qualified and about what it takes to prepare teachers well. Among other findings, the research team found that a lack of full understanding of fundamental aspects of subject matter impedes good teaching, especially given the high standards called for in current reforms. The research also suggests that changes in teachers' subject matter preparation may be needed, and that the solution is more complicated than simply requiring a major or more subject matter courses. This Work Group asserts that teacher preparation and professional development models that balance arts as discrete disciplines and arts in service to academics and personal development are an important component of excellence in teaching.

Many of the strategies explored by this Work Group address policy and system changes that will require a long-term commitment to realize. However, the Work Group also suggested strategies that could be acted on immediately to begin the change process.

- Begin a process to educate the general public, educators and policy-makers about the value of arts education to learning and to society by identifying and disseminating research, best practices, and information on successful models.
- Address policy issues that are needed to fully support education in the arts and the integration of arts in education including funding, and, the placement of arts education consultants and curriculum specialists.
- Research the implications of introducing a high school graduation requirement and/or a university admissions policy on the arts and recommend appropriate changes in the Michigan high school graduation requirements and university admissions policies.
- Create meaningful, authentic assessments of arts education.
- Institute programs to **develop competencies for all teachers in the arts and the teaching of creativity**, and requirements to strengthen and broaden the knowledge base and experience of arts educators and arts specialists. Integrate requirements in teacher preparation, certification, and professional development requirements as appropriate.

“They teach us that difference is okay and that we can do our best by learning from each other.”

“They acknowledge that we are more than test scores.”

They Help Us Paint Rainbows: Conversations with Michigan School Children
Students on being asked, “What Makes a Teacher Great?”
By Thomas Watkins, Michigan State Superintendent of Education

Career Preparation and Economic Development

The Work Group on Career Preparation and Economic Development wrestled with the need to create understanding of the value of the arts and arts education to the State, as did the other Work Groups. Michigan's economic challenges have actually created a heightened awareness of Michigan's arts and culture resources as an aid to economic development. Even with this slowly growing recognition that creativity in all its forms is a key asset in the new economy, the Work Group noted that it can be an especially big leap for business to value investments in arts education. Continuing efforts are needed to demonstrate the connections of arts education, the development of creativity and economic productivity.

"The arts are a natural, inevitable ally for any successful business. The partnership arises because we sense in the arts that same search for an ideal of quality and excellence that imbues many of our business decisions. The arts take us out of our various individual, and competitive companies into that parallel world where we can all unite in enjoying a broader, common image or ideal."

Rawleigh Warner, Jr., Chairman of the Board and Chief Executive Officer
Mobil Corporation

Recent and ongoing research is revealing **critical links between the development of creativity and the new economy**. The National Governor's Association (NGA) Center for Best Practices found, in its review of the impact of arts education on workforce preparation, that programs incorporating the arts have proven to be educational, developmentally rich, and cost-effective ways to provide students with the skills they need to be productive participants in today's economy. The NGA also found that an even more compelling advantage is the striking success of arts-based educational programs among disadvantaged populations, especially at-risk and incarcerated youth.

In his book The Rise of the Creative Class, Richard Florida states, "Creativity is multidimensional and comes in many mutually reinforcing forms. It is a mistake to think, as many do, that creativity can be reduced to the creation of new blockbuster inventions, new products and new firms. In today's economy creativity is pervasive and ongoing: We constantly revise and enhance every product, process and activity imaginable, and fit them together in new ways. Moreover, **technological and economic creativity are nurtured by, and interact with, artistic and cultural creativity**. This kind of interplay is evident in the rise of whole new industries from computer graphics to digital music and animation."

The Work Group on Career Preparation and Economic Development agreed that the development of creativity through an education in the arts supports Michigan's economic development strategy and could play an important role in the success of initiatives such as the *Cool Cities* program and the development of new, technical, scientific and other

business opportunities. The Work Group focused its recommendations largely on promoting the concept that the **arts are a crucial component of education for the new economy**.

The Work Group on Career Preparation and Economic Development identified these strategic priorities:

- Develop and implement a **comprehensive marketing campaign** to publicize the benefits and links of arts education to Michigan's economic future. Incorporate, for example:
 - ✓ High visibility champions of the arts to be spokespersons and vocal advocates
 - ✓ Editorials
 - ✓ Public Service Announcements
 - ✓ Distribution of information at conferences and events
 - ✓ Arts alumni as speakers at events
- Build on existing partnerships and **create new collaborations between corporations** and higher education, with education associations, with the Department of Labor and Economic Growth and programs such as the *Cool Cities* initiative, local economic development agencies, and with Michigan business leaders.
- Develop metrics to **measure the effects of arts and culture on workforce development** and economic development as well as quality of life. Include a visual tool such as a framework and flowchart.
- **Publicize Michigan models** of successful, private arts-based businesses and artists, and of arts links to tourism.

"Pyramids, cathedrals, and rockets exist not because of geometry, theories of structures, or thermodynamics, but because they were first a picture--literally a vision--in the minds of those who built them."

Eugene Ferguson, Historian

Meeting Participants

One Hundred and Fifty-seven individuals participated as a member of the Joint Task Force or contributed to one of the five Work Groups.

Karen Adams, Central Michigan University
Annette Alexander-Frank, Detroit Area Film and Television
Francesca Amari, Grand Rapids
Anan Ameri, ACCESS
Henry Amick, Detroit History Museum
William Anderson, Michigan Department of History Arts and Libraries
Niels-Erik Andreasen, Andrews University
Poonam Arora, University of Michigan Dearborn
John Austin, State Board of Education
Sharyn Austin, Battle Creek Schools
Julie Avery, Rural Arts and Culture Program, MYAF
Anne Bak, Eisenhower Dance Ensemble
Brad Baltensperger, Michigan Technological University
James Berry, Eastern Michigan University
Jim Berry, Sloan Museum Flint
Dennis Bertch, Kalamazoo Valley Community Higher Education
Bonnie Beyer, University of Michigan Dearborn
Denise "Chip" Black, Western Michigan University
Terry Blackhawk, Inside out, Inc.
Yvonne Blackmond, Department of Community Health
Betty Boone, Michigan Council for Arts and Cultural Affairs
Venita Braden, Detroit Public Television
Christie Brandau, Library of Michigan
Mikel Bresee, College for Creative Studies
Yvonne Caamal Canul, Michigan Department of Education
Stanley Caine, Adrian College
Ana Cardona, Michigan Department of Education
Sue Carnell, Office of the Governor
Charles Chambers, Lawrence Technological University
William Charland, Michigan State University
Sandra Clark, Michigan Historical Center
Esther Coleman, Marygrove College
Elaine Collins, Grand Valley State University
Colleen Conway, University of Michigan
Alfred L. Cooke, Marygrove College
Lorraine Cowe, Battle Creek Public Schools
Hugh Culik, Michigan Humanities Council
Nancy Danhof, East Lansing
Maxine DeBruyn, Michigan Council for the Arts and Cultural Affairs
Neeta Delaney, Executive on Loan, Office of the Governor
Karen Dicniera, Michigan Opera Theater
Charles Dillon, West Shore Community College

Donna Drake, Big Rapids Public Schools
Roxanna Duntley-Matos, Ann Arbor
Aaron Dworkin, Sphinx Organization
Linda Easley, Siena Heights University
Donna Edwards, ArtServe Michigan
Laurie Eisenhower, Oakland University
Julie Ellison, Imagining America's Program
Anne Epstein, Highscope Foundation
Virginia Fallis, Royal Oak
Lou Fazzini, All The World's A Stage
Janet Fedewa, Michigan Humanities Council
Lora Frankel, VSA Arts Michigan
Ric Geyer, Executive on Loan, Office of the Governor
Michael Gielniak, Center for Creative Learning and Teaching
Todd Greenbaum, MiAEYC Wolf Trap
Ronald Griffith, Baker College Jackson Campus
Richard Guimond, Turner-Howson Elementary School
Elisa Gurule, University of Michigan
Diether Haenicke, Western Michigan University
David Hamilton, Spring Arbor University
Steven Hamp, The Henry Ford and Greenfield Village
Bill Harmon, Michigan Art Educators Association
Gedy Helmer, Baker College of Jackson
Margaret Holtschlag, Haslett Public Schools
Janet Hunt, Marygrove College
Elena Ivanova, Cranbrook Art Museum
Kristin Janka-Millar, Michigan State University
Robert Johnson, Department of Labor and Economic Growth
Michelle Johnston, Ferris State University
Linda Jones, Ypsilanti Public Schools
Jack Kay, Wayne State University
Virginia Kerwin, Michigan School Vocal Music Association
Betsy Knox, Michigan State University
Luanne Kozma, Michigan State University Museum
Barbara Kratchman, ArtServe Michigan
Edgar Leon, Grand Rapids Public Schools
Mike Lorenz, Siena Heights University
Susan Loughrin, Ottawa Area Intermediate School District
John MacIlroy, Michigan Manufacturers Association
Mariah Malec, Oakland University
Robert Martin, Thompson Middle School
Sally McClintock, East Lansing
Nora Mendoza, West Bloomfield
Barbara Mieras, Davenport University
Deborah Mikula, Michigan Association of Community Arts Agencies
Carmen N'Namdi, Nataki Talibah Schoolhouse
Herminia Orfga, Lansing Community College
Lynnette Overby, MSU Department of Theatre and Dance

Judith Pasquarella, Department of Community Health
 Simon Perazza, Michigan State University
 Greg Porter, Andrews University
 John Poster, University of Michigan Dearborn
 Keith Pretty, Walsh College
 Glenda Price, Marygrove College
 Eric Rader, Office of the Governor
 Donald N. Ritzenheim, Macomb Community College
 Connie Robinson, Department of Education
 Mitch Robinson, Michigan State University
 Richard Rogers, College for Creative Studies
 Michelle Root-Bernstein, Consultant
 Robert Root-Bernstein, Michigan State University
 Craig Ruff, Michigan Council for the Arts and Cultural Affairs
 Gary Russi, Oakland University
 Chris Schram, Baker College
 David Scobey, University of Michigan
 Robert Scott, Detroit Public Television
 Mark Seals, Alma College
 Chris Seguin, College for Creative Studies
 Karen Selby, Kalamazoo College
 Tracy Sellers, Detroit Institute of the Arts
 Richard Shaink, Mott Community College
 Madeline Shanahan, Lansing Public Schools
 Karen Smith, Michigan Council for the Arts and Cultural Affairs
 David Spencer, Michigan Virtual University
 Ellen Sprouls, Impression Five Science Center
 Paul Stanifer, Michigan School Band and Orchestra Association
 Alane Starko, Eastern Michigan University
 Dorothy Stockbridge, Michigan State Housing Development Authority
 Kathleen Stockman, William Bonifas Fine Arts Center
 Kathleen Straus, Michigan State Board of Education
 Katie Studley, VSA Arts
 Mark Sullivan, Michigan State University
 Cynthia Taggart, Michigan State University
 William Tammone, Montcalm Community College
 Christina Tasco, Eisenhower Dance Ensemble
 Brian Taylor, Partnership for Learning
 Mark Taylor, Cornerstone University
 Theresa Thome, Grand Rapids Children's Museum
 Lorraine Thoreson, Michigan Department of Education
 Karen R. Todorov, Michigan Department of Education
 Julia Tomaro, Northrup School
 Paul Torre, Flint Institute of Music
 Chris Triola, American Craft Council
 Olga Tsipis, Michigan Opera Theater
 Yianna Tsipis, Michigan Opera Theater
 Betty Underwood, Michigan Department of Education

Jo-Ann Van Reeuyk, Calvin College
Chris VanAntwerp, Kelloggsville Public Schools
David Vandergrif, Marygrove College
John VanderWeg, Wayne State University
Lynette VanDyke, Michigan Department of Education
Sally Vaughn, Livingston Intermediate School District
Ronald Verch, Mid Michigan Community College
Thomas D. Watkins Jr., Michigan Department of Education
Eileen Weiser, State Board of Education
Leslie Wessman, Hope College
Michael Westerfield, Rochester College
Nheena Weyer Ittner, UP Children's Museum
Larry Whitworth, Washtenaw Community College
Pam Wong, Michigan Department of Education
Helen Wu, Michigan Council for the Arts and Cultural Affairs
Fred Wyman, Ferris State University
Laurene Ziegler, Finlandia University
Debra Ziegler, Library of Michigan